

# **School Accountability Report Card**

## **School Year 2015-16**

*(Published during 2016-17)*

### **Bret Harte Elementary School**

**1035 GILMAN AV, SAN FRANCISCO, CA 94124**

**Principal:** Hilinski, Jeremy

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**SFUSD School ID #** 453

**Calif.School ID #:** 6040760

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Interim Superintendent: Myong Leigh**

**555 Franklin Street, San Francisco, CA 94102**

**Phone: 415-241-6000**

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP) which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible.

## About This School

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Bret Harte Elementary School is an engaging learning community located in the Bayview/Hunter's Point neighborhood of San Francisco, California. It is a vibrant neighborhood school that works hard to provide a safe, welcoming, and nurturing learning environment for students. With a small population of approximately 250 students in kindergarten through fifth grades, we are able to foster long lasting relationships with students and families - a mark of a true community school. Our mission is to provide high quality instructional programs within a safe learning environment that maximizes individual talents and strengths, celebrates diversity and prepares students to be productive citizens. At Bret Harte Elementary School, we are committed to providing a school where every student achieves to their fullest potential.

### Student Enrollment By Grade Level (School Year 2015-16)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
<b>K</b>	37
<b>1</b>	30
<b>2</b>	34
<b>3</b>	31
<b>4</b>	19
<b>5</b>	27
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	178

### Student Enrollment By Group (School Year 2015-16)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
<b>African American</b>	25.8
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	2.8
<b>Filipino</b>	0.6
<b>Hispanic or Latino</b>	48.3
<b>Pacific Islander</b>	12.9
<b>White (Not Hispanic)</b>	1.7
<b>Two or More Races</b>	4.5

<b>Socioeconomically Disadvantaged</b>	83.7
<b>English Learners</b>	50
<b>Students with Disabilities</b>	10.7
<b>Foster Youth</b>	1.1

Section A (Conditions of Learning) begins on next page.

## A. Conditions of Learning

### **State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### **Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2016-17</i>
<b>With Full Credential</b>	21	17	16	3384
<b>Without Full Credential</b>	3	0	2	169
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	149

### **Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

<i>Indicator</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

### **Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2015-16**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 39 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

See table on next page.

<b>Location of Classes</b>	<b>Percent of Classes in Core Academic Subjects</b>	
	<b>Taught by NCLB Compliant Teachers</b>	<b>Taught by non-NCLB Compliant Teachers</b>
<b>This School</b>	100	
<b>All Schools in District</b>	92	8
<b>High-Poverty Schools in District</b>	91	9
<b>Low-Poverty Schools in District</b>	95	5

## **Quality, Currency, and Availability of Textbooks and Instructional Materials**

### ***For High Schools (grades 9-12)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the September 27, 2016 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

### ***For Elementary and Middle Schools (grades K-8)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2016-2017, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the September 27, 2016 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

**School Facility Good Repair Status**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

WO - Work Order.      DM - Deferred Maintenance.

**Overall Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<b>Overall Summary</b>	X			
<b>Inspection Date</b>	FALL 2016			

**Additional Comments:**

**School Facility Conditions and Improvements**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Bret Harte Elementary School is housed in a beautiful, well-maintained facility that includes classroom space, a gymnasium, cafeteria, an auditorium, and plenty of yard space. The main building was constructed in the 1954 and continues to maintain its charm and calming character. The auditorium, library and gymnasium are located on the first floor, and the second floor computer lab is accessible by an elevator and staircase. The building is U-shaped with third through fifth grade classes facing the street on the second floor, and kindergarten through second grade classes located on the back side of the building. Each kindergarten, first and second grade classroom features an in-class bathroom, sink and two exits. All of the upper-grade classrooms feature a sink with bathrooms down the hall. There are two playgrounds, with containing the kindergarten play structure and the other housing a new, larger play structure along with planting boxes and a student-created mosaic bench.

Part B (Pupil Outcomes) begins on the next page.

## B. Pupil Outcomes

### **State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### **California Assessment of Student Performance and Progress Results for All Students**

<b>Subject</b>	<b>Percent of Students Meeting or Exceeding State Standards</b>					
	<b>School</b>		<b>District</b>		<b>State</b>	
	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2015-16</b>
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	9	9	52	53	44	48
<b>Mathematics (grades 3-8 and 11)</b>	7	5	47	49	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

See Grade Level / Subject / Subgroup results on next pages:

**CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups and Grade Level (School Year 2015-16)**

**Grade:** 03

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	28	27	96.43	7.41
<b>Male</b>	13	12	92.31	
<b>Female</b>	15	15	100.00	13.33
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>				
<b>Asian</b>				
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	14	14	100.00	
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>				
<b>Two or More Races</b>	--	--	--	--
<b>Economically Disadvantaged</b>	19	19	100.00	5.26
<b>English Learners</b>	15	15	100.00	
<b>Students with Disabilities</b>	--	--	--	--
<b>Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.



**CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups and Grade Level (School Year 2015-16)**

**Grade:**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	22	22	100.00	4.76
<b>Male</b>	--	--	--	--
<b>Female</b>	12	12	100.00	8.33
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>				
<b>Asian</b>	--	--	--	--
<b>Filipino</b>				
<b>Hispanic or Latino</b>	12	12	100.00	
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>				
<b>Two or More Races</b>				
<b>Economically Disadvantaged</b>	15	15	100.00	7.14
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups and Grade Level (School Year 2015-16)**

**Grade:**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	26	26	100.00	15.38
<b>Male</b>	14	14	100.00	14.29
<b>Female</b>	12	12	100.00	16.67
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>				
<b>Asian</b>	--	--	--	--
<b>Filipino</b>				
<b>Hispanic or Latino</b>	12	12	100.00	16.67
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>				
<b>Two or More Races</b>	--	--	--	--
<b>Economically Disadvantaged</b>	21	21	100.00	14.29
<b>English Learners</b>	11	11	100.00	9.09
<b>Students with Disabilities</b>	--	--	--	--
<b>Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups and Grade Level (School Year 2015-16)**

**Grade:**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	28	27	96.43	7.41
<b>Male</b>	13	12	92.31	
<b>Female</b>	15	15	100.00	13.33
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>				
<b>Asian</b>				
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	14	14	100.00	
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>				
<b>Two or More Races</b>	--	--	--	--
<b>Economically Disadvantaged</b>	19	19	100.00	5.26
<b>English Learners</b>	15	15	100.00	
<b>Students with Disabilities</b>	--	--	--	--
<b>Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups and Grade Level (School Year 2015-16)**

**Grade:**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	22	22	100.00	
<b>Male</b>	--	--	--	--
<b>Female</b>	12	12	100.00	
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>				
<b>Asian</b>	--	--	--	--
<b>Filipino</b>				
<b>Hispanic or Latino</b>	12	12	100.00	
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>				
<b>Two or More Races</b>				
<b>Economically Disadvantaged</b>	15	15	100.00	
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--
<b>Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups and Grade Level (School Year 2015-16)**

**Grade:**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	26	26	100.00	7.69
<b>Male</b>	14	14	100.00	7.14
<b>Female</b>	12	12	100.00	8.33
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>				
<b>Asian</b>	--	--	--	--
<b>Filipino</b>				
<b>Hispanic or Latino</b>	12	12	100.00	8.33
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>				
<b>Two or More Races</b>	--	--	--	--
<b>Economically Disadvantaged</b>	21	21	100.00	4.76
<b>English Learners</b>	11	11	100.00	9.09
<b>Students with Disabilities</b>	--	--	--	--
<b>Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

## **CAASPP Test Results in Science for All Students**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Science (Gr 5,8 and 10)</b>	15	11	35	62	58	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## **California Standards Test by Student Groups in Science (School Year 2015-16)**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Science assessments include CSTs, CMA and CAPA in grades 5, 8 and 10.

<b>Group</b>	<b>Total Enrollment</b>	<b>Number of Students With Valid Scores</b>	<b>Percent of Students With Valid Scores</b>	<b>Percent Proficient or Advanced</b>
<b>All Students at the School</b>	26	26	100.00	34.62
<b>Male</b>	14	14	100.00	35.71
<b>Female</b>	12	12	100.00	33.33
<b>African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	--	--	--	--
<b>Filipino</b>				
<b>Hispanic or Latino</b>	12	12	100.00	25.00
<b>Pacific Islander</b>	--	--	--	--
<b>White (not Hispanic)</b>				
<b>Two or More Races</b>	--	--	--	--
<b>Economically Disadvantaged</b>	21	21	100.00	38.10
<b>English Learners</b>	11	11	100.00	36.36
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)  
- Pupil outcomes in the subject area of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>		
	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
<b>Grade 5</b>	8	4	4
<b>Grade 7</b>			
<b>Grade 9</b>			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

## C. Engagement

### **State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### **School Safety Plan - Most Recent Year**

This section provides information about the school's comprehensive safety plan.

Bret Harte Elementary School has a comprehensive school safety plan that provides disaster procedures, child abuse reporting procedures, rules on student discipline, a sexual harassment policy, procedures for safe ingress and egress of students, and parent and teacher notification of emergency situations. The Bret Harte School safety plan includes monthly practice drills for students and staff, and current CPR/First Aid training for all staff. Emergency supplies are stored on campus including food and water as well as first aid supplies. A campus supervisor provides extra security. In addition, our local fire department and School Resource Officer work closely with us on safety issues.

### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	1.85	3.18	1.50	1.53	1.58	1.28	4.36	3.80	3.65
Expulsions	0.00	0.00		0.01	0.01	0.01	0.10	0.09	0.09

### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### **Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

Research demonstrates that a child's success in school depends on a close partnership between parents, community and teachers. Parent/Community volunteers have an opportunity to give of themselves as they help children learn and grow. An integral part of promoting successful schools and confident students, volunteers use their various talents while learning valuable new skills. At Bret Harte Elementary School, we are always striving to build this relationship. We provide several ways for parents and community members to get involved. Please visit our website for more information.



If you are interested in parental involvement opportunities, please contact the principal at the school:

**Hilinski, Jeremy**

**415-330-1520**

Section D (Other SARC Information) begins on next page.

## Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### **Federal Intervention Program (School Year 2016-17)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2009-2010	2006-07
<b>Year in Program Improvement</b>	Year 4	Year 3
<b>Number of Schools Currently in Program Improvement</b>	----	84
<b>Percent of Title 1 Schools Currently in Program Improvement</b>	----	79%

### **Average Class Size and Class Size Distribution (Elementary)**

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

<b>Grade Level</b>	<b>Avg Class Size</b>	<b>2012-13</b>			<b>Avg Class Size</b>	<b>2013-14</b>			<b>Avg Class Size</b>	<b>2014-15</b>		
		<b>Number of Classrooms</b>				<b>Number of Classrooms</b>				<b>Number of Classrooms</b>		
		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>
<b>K</b>	15	3			21	1	1		25	1		1
<b>1</b>	17	2			16	2			20	1	1	
<b>2</b>	19	1			16	1			17	1	1	
<b>3</b>	19	1	1		18	2			16	1		
<b>4</b>	22		1		17	2			18	2		
<b>5</b>	23		2		16	1	1		12	3		
<b>6</b>												
<b>Other</b>	10	1										

**Academic Counselors and Other Support Staff (School Year 2015-16)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 13.6, Librarians - 27.5, Nurses - 55.8, Psychologists/Social Workers - 169.4 and Resource Specialists - 130.5. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>	1	----
<b>Library Media Services Staff (Paraprofessional)</b>		----
<b>Psychologist / Social Worker</b>		----
<b>Nurse</b>		----
<b>Speech/Language/Hearing Specialist</b>		----
<b>Resource Specialist (non-teaching)</b>	2	----
<b>Other</b>		----

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil Supplemental</b>	<b>Expenditures Per Pupil Basic</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$5,252	\$265	\$4,987	\$65,238
<b>District</b>	----	----	\$4,987	\$65,238
<b>Percent Difference - School Site and District</b>	----	----	0%	0%
<b>State</b>	----	----	\$5,677	\$75,837
<b>Percent Difference - School Site and State</b>	----	----	-12%	-14%

**Types of Services Funded (Fiscal Year 2015-16)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Students at Bret Harte Elementary School have access to an after school program funded by ExCEL. The after school program provides students with homework support, and a variety of academic and enrichment programs. During the school day, students receive math support with the Stanford EPGY program and visual art class. A grant provides a gardening/science instructor and Title I funds provided a literacy specialist. In addition, Prop H funding pays for a librarian and a social worker for two days each per week.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$41,380	\$45,092
<b>Mid-Range Teacher Salary</b>	\$66,584	\$71,627
<b>Highest Teacher Salary</b>	\$83,576	\$93,288
<b>Average Principal Salary (Elementary)</b>	\$99,735	\$115,631
<b>Average Principal Salary (Middle)</b>	\$104,512	\$120,915
<b>Average Principal Salary (High)</b>	\$108,727	\$132,029
<b>Superintendent Salary</b>	\$282,800	\$249,537
<b>Percent of Budget for Teacher Salaries</b>	30	37
<b>Percent of Budget for Administrative Salaries</b>	6	5

**Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

**End of SARC Document.**